



**WILLOW CREEK ACADEMY
CHARTER SCHOOL**

**CHARTER RENEWAL PETITION
SUBMITTED TO
SAUSALITO MARIN CITY SCHOOL DISTRICT**

February 11, 2009



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Willow Creek Academy Charter

AFFIRMATIONS/ASSURANCES

As the authorized petitioners, we, the Board Members of Willow Creek Academy and Applicants for renewal, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Willow Creek Academy, located within the boundaries of the Sausalito Marin City School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded renewal of the charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Willow Creek Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Willow Creek Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II

of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Willow Creek Academy including but not limited to:
 - The Willow Creek Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Willow Creek Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Willow Creek Academy shall comply with any jurisdictional limitations to locations of its facilities.
 - The Willow Creek Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Willow Creek Academy shall comply with all applicable portions of the No Child Left Behind Act.
 - The Willow Creek Academy shall comply with the Public Records Act.

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Introduction

Founded by a group of dedicated parents and community members, Willow Creek Academy, a public charter school received its first Charter from the Sausalito Marin City School District in the spring of 2001 and opened its doors in September, 2001. Three years later, the Charter was renewed for five years. This charter seeks our second renewal to begin our ninth year of operation.

The school founders wanted to create an atmosphere of choice within the District, and Willow Creek was created with a philosophy and belief that inquiry driven, project oriented learning would provide District residents, as well as out of District families, an opportunity to participate in their children's education. As a Charter School, Willow Creek welcomes families from anywhere in California and, while the majority of its students live in the Sausalito Marin City School District or other communities in Marin County, students have come from as far as Fairfield and Vallejo because parents found the school to be a good fit for their child.

Starting with 37 students in grades kindergarten through fourth grade in September, 2001, Willow Creek grew through the next years to a population of 150 students by 2006-07 in grades kindergarten through eight. The first eighth grade class graduated in June, 2006. Those students are now having successful experiences in a variety of public, independent and parochial high school settings.

Several features distinguish Willow Creek from a traditional District experience:

- Parent involvement is a condition of enrollment. Families sign a contract guaranteeing to provide a minimum of 50 hours per school year in volunteer time to the School. This support can be manifest in a variety of ways from working in the classroom to driving on field trips to assisting at fund raising events.
- Because a Charter School's population is drawn from beyond District borders, Willow Creek is the beneficiary of an extraordinarily diverse student body. There is no significant majority of any specific socio-economic group. As a result, students of a variety of backgrounds and beliefs learn to work together and support each other.
- As a new school (2008-2009 is its eighth year) and a small school, parents, students and staff have a strong voice in the direction the school will follow. Working with the Willow Creek Board of Directors (in addition to being a public school, Willow Creek is also a 501c(3) non profit organization), parents and staff, and sometimes students, are able to shape the school in the image that the community desires. Rarely does one have this opportunity in public education.

Board of Directors/ Administrators



Attached, as Exhibit A, please find a list and description of the education, work experience, credentials, degrees and certifications of the Willow Creek Academy Board of Directors and administrators.

Consultants

Attached, as Exhibit B, please find a list of consultants whom the Charter school has engaged in the development of this renewal charter, operation and evaluation of the Charter School along with a through description of the qualification of such consultants.

Accomplishments of the Previous Charter Term

Willow Creek Academy Accomplishments 2003-2004 to 2008-2009

- Increased School Program from kindergarten through fifth grade to a complete kindergarten through 8th grade school. This resulted in the creation of three school divisions: Primary (K-2); Intermediate (3-5) and Upper (6-8).
- Began the publication of an annual, student produced, 90 page yearbook.
- Developed a set of 8th grade graduation requirements which include the successful completion of a yearlong research project which incorporates a written research paper, a multi-media presentation and a minimum of 10 hours of service learning.
- Served as the Alpha and Beta sites for an environmental education program, developed by the YMCA Pt. Bonita Environmental Education Center: My Community, My World.
- Selected as a PG&E Solar School resulting in the establishment of a solar array connected to the District Grid as well as intensive staff development in energy curricula for teachers.
- Invited to assist in the "Post to Park" celebration at Fort Baker.
- Parent Power built a complete playground. Students helped raise funds for the playground through a series of Lap-a-thons.
- Increased STAR test scores to 828 and 829 for the past two testing years.
- Participated in a variety of county wide competitions: Science Fairs, Spelling Bees, Art and Essay Contests and Mathletes. Students consistently performed at a level resulting in blue ribbons and Grand Prizes.

- Teachers acquired approximately \$75,000 worth of materials and supplies through a Donors' Choose grant program.
- Developed a K-8 PE program with all classes.
- Began participation in the County Wide track and field events in conjunction with the other District Schools.
- Developed and implemented a K-8 choral music program with the support of a local family foundation.

A. Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – California Education Code Section 47605(b)(5)(A)

Whom the School is Attempting to Educate

At present only a small number of K-8 students living in the Sausalito Marin City School District attend schools, whether public or private, in our city. Willow Creek Academy was created because we, as parents and community members, feel it is important for our students and their families to participate in their education within the boundaries of our own community. We feel that building a strong public school identity is important to the culture of our community, and we are working together to provide a challenging and inviting public school alternative for K-8 students. During our first seven years, we increased our enrollment from 37 to 150 students, which now represents 40% - 50% of the children enrolled in the Sausalito Marin City School District.

Preparing Willow Creek Students for the 21st Century

Now nine years into the 21st Century, it has become very clear to the Willow Creek Academy staff that additional goals need to be added to those listed in our Mission Statement described below. Our ideal 8th grade student will have the following skills and talents:

- The ability to bring a variety of strategies to solve challenges and issues as they arise;
- Comfort in applying learned skills and content to effectively handle situations as they arise;
- Sensitivity to the natural and made world in which they live and work;
- Compassion for other living beings, animal and human, manifested in doing no harm.

In order to support the integration of the above qualities, we continually encourage the development of an insatiable curiosity in our students. We are aware that we are in the midst of an explosion of information dissemination, and the continuing refinement of technology will continue to support the growth of communication of every sort. Rapid entry into the information age requires world citizens who can thoughtfully and carefully develop responses to the variety of situations they will face. These decisions may be as individual as what personal field of study to pursue, or as global as determining how a national financial decision relates to the world economy.

None of us can hope to master more than a small fraction of this growing body of knowledge. However, giving young minds a thirst and appreciation for the vastness of this knowledge and nurturing a healthy curiosity is essential in the process of growing the next generation of well educated and well-rounded individuals.

Mission

Willow Creek Academy is an independent charter school serving kindergarten through eighth grade students who demonstrate the ability and promise of succeeding in a challenging educational community. The school embraces, celebrates and welcomes a diverse school community. Willow Creek is committed to:

- Developing students who are self-motivated, competent, self-disciplined and socially responsible lifelong learners.
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and expectations.
- Applying academic learning to meaningful real-life activities and situations through project oriented programs.
- Providing advanced opportunities in science, technology, environmental education and arts programs that foster independent, critical, collaborative, reflective and creative thinking.
- Respecting diversity and whole child development – cognitive, emotional, social and physical.

The following elements are integral to the implementation of Willow Creek’s Mission Statement:

Curriculum & Instruction

- **Curriculum and Instructional Methods.** Willow Creek Academy offers a rigorous and challenging academic program, emphasizing developmentally appropriate, inquiry driven, project oriented instruction. The academic program is organized in a manner designed to encourage the development of higher order thinking skills. The curriculum integrates the “core” disciplines of language arts, mathematics, history/social studies and science through the use of environmental studies and the arts.
- **Environmental and Ecological Focus.** Willow Creek Academy emphasizes environmental education throughout its curriculum. Environmental education provides a framework for interdisciplinary, collaborative, student-centered,

hands-on engaged learning which supports the academic goals of Willow Creek. Using environmental education as a basis, students are becoming stewards of both their manmade and natural environments.

- **Physical Education.** In order to develop and maintain healthy bodies, students are presented with physical education which emphasizes healthy competition, teamwork and individual skill development. Nutrition and other healthy life style components are included through work in the school garden.
- **The Arts.** The arts (Visual Art, Music, Drama and Dance) are used to integrate traditional academic studies and also to help students appreciate, interpret, experience, create and/or perform artistic work.
- **Technological Orientation.** All classrooms offer a sufficient number of computer workstations and software for each student to incorporate their use in research, review and document production. Students are taught to use technology as a tool for learning and communication rather than as an end in itself.

Expectations of Students

- **Academic Excellence.** Students are expected to demonstrate progressive mastery of academic subject matter. To this end, students are active learners, demonstrating ability to read and analyze material in a variety of disciplines; communicate articulately, effectively and persuasively when speaking and writing; and apply mathematical knowledge and skills to analyze and solve problems and demonstrate scientific literacy.
- **Life-long Independent Learning Skills.** Students are encouraged to develop critical thinking and problem solving skills to become lifelong learners.
- **Personal Worth and Leadership.** The entire Willow Creek program is designed to encourage the development of compassionate, literate students who are prepared to take their place in an ever-changing world. Throughout the time a child is at Willow Creek, the child is supported in their quest to become a self-reliant, independent individual who is able to make decisions based on critical analysis of information and put those thoughtful decisions into action. It is also expected that Willow Creek graduates will have learned to work effectively in large and small groups as well as independently on behalf of themselves, their families and the larger world.

Expectations of Parents, Guardians and the School Community

- **Parent/School Contract.** Annually, parents and/or guardians of each student enter into a signed agreement to guarantee the following: that their child is school ready every day; that the parent will be actively involved with the student,

fostering good study skills, reading habits, completing homework assignments on time and monitoring the student's academic progress; that the child's family commits to providing 50 hours per year per child of volunteer time; that the parents or guardians attend all scheduled parent/teacher conferences; and that the parents or guardians authorize assessments as may be requested by the school to diagnose their child's academic and/or social competencies or deficiencies. Research overwhelmingly demonstrates the positive effective of parent involvement in a child's education.

- **Community Responsibility.** Willow Creek students participate in the larger Bay Area community, taking advantage of both institutions (The Bay Model, Marine Mammal Center) and individuals (poets, writers, artists). As a result of the interaction with the community beyond the school campus, students are expected to create service learning projects which enhance both their learning and their contribution to the larger community.

Methods of Instruction – How Learning Best Occurs

Willow Creek Academy provides a rigorous, inquiry driven, project oriented learning environment that encourages differentiation of instruction as much as possible. The core curriculum emphasizes educational experiences that prepare students to meet or exceed state curriculum standards. The school community is organized into three divisions: Primary (K-2); Intermediate (3-5); and Upper (6-8) to allow for age and developmentally appropriate curriculum and instruction. Willow Creek Academy students are taught and encouraged to identify what needs to be known, assisted in locating needed information and skills and then taught how to take action or make decisions beneficial to themselves and society. The Willow Creek community is organized and designed to encourage students to be active participants in their own education, resulting in well educated, thoughtful and responsible community citizens.

A variety of academic, co-curricular, and extra-curricular program components are available for Willow Creek Academy students. Briefly listed below, the components are discussed in greater detail further in the narrative.

- School-wide expectations of academic excellence for all students and staff
- Home-school partnership compacts or contracts
- Community-school partnerships (e.g. The Bay Model, Youth in Arts, Discovery Museum, Call of the Sea, YMCA Point Bonita Outdoor & Conference Center, The Yosemite Institute, No Bully.com, Richardson Bay Audubon Society Environmental Center)
- Ecological and environmental awareness
- Technology employed as a learning tool
- Arts education to include fine arts, music, dance and theatre
- Leadership and personal self-esteem skills building
- Physical education experiences designed to develop and maintain a healthy body

- Participation in an arts infused after school program shared with other District schools.

All students are nurtured and challenged to grow socially and emotionally through individual and team-building activities, positive role modeling from school staff, close school-family partnerships, and performance compacts. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation for future intellectual and academic endeavors.

Willow Creek Academy offers a variety of instructional methodologies rooted in research and practical experience. Traditional core curriculum instruction in reading, writing, language, and math is adapted to a project oriented classroom. The classroom environment provides a carefully planned, stimulating setting to foster developmentally appropriate, creative and cooperative learning. Teachers and administration work within a sequentially organized curriculum to provide as individualized a program as is practically possible. California State curriculum standards are embedded in each discipline's content and presented in a variety of ways, often with an inter-disciplinary approach.

At all times, instruction is delivered with an awareness of, and sensitivity to, the multi-cultural environment of Willow Creek.

Philosophy, Theory and Research Base for our Vision

Turn of the 20th century research discovered that the natural curiosity in young children could be the beginning and the center of an education that effectively explores, reveals, and develops their true capacities. John Dewey and Horace Mann both recognized the potential in young children to actively participate in their own learning. Later researchers such as Piaget, Bloom and Bruner built on this developmental approach to encourage the expansion of critical thinking skills through a spiraling approach to curriculum. Such current concepts as individualized learning and readiness programs, manipulative learning, peer tutoring, team teaching, and open classrooms reflect successful programs based on educational research. Several observations of human development form the basis of many successful school programs: 1.) human development does not occur in a steady linear ascent but in a series of formative planes; 2.) human development occurs through the predictable interaction of the internal and external environments; 3.) and that this interaction with the environment is often most productive for a child's development when it is self-chosen and founded on individual interest.

Goals of the Willow Creek Academy Classrooms

- **Enabling students to become self-motivated, competent, lifelong learners.**
- **Developing and maintaining a positive attitude toward school.** Many learning activities are organized in small groups to individualize learning as much

as possible. Each student is encouraged to stretch his or her learning and to take intellectual risks in a safe, non-threatening environment. All successes, whether social, academic, physical or emotional are praised and honored.

- **Helping each student develop self-confidence.** In the classroom, tasks are designed so that each new step is built upon what the student has already mastered, thus removing the negative experience of frequent failure. A carefully planned series of successes in learning encourages the student to attempt new learning with enthusiasm and confidence.
- **Assisting each child to develop and employ effective study skills.** Effective learning presupposes the ability to listen carefully and to attend to what is said, demonstrated or experienced. Instructional experiences are designed to engage all learning styles (visual, aural, oral and kinetic) in order to assist students in discovering how they best concentrate and absorb information.
- **Fostering an abiding curiosity in each student.** In a rapidly changing society, preparation for life-long learning is important. Lasting curiosity has been shown to be a prerequisite for creative learning. By providing the child with opportunities to discover qualities, dimensions, and relationships among a rich variety of stimuli, curiosity is developed and sustained. Participants in the Willow Creek learning community are constantly asking “Why?,” “What If,” “I wonder where...”. Such use of critical thinking questions encourages adults and children to develop and strengthen their individual curiosity.
- **Encouraging habits of initiative and persistence.** Through a combination of appealing materials and intellectual challenges, students learn to structure their own learning and also to determine when an investigation or study has been completed. With the careful guidance of more experienced learners (be they older students, parents or teachers) Willow Creek children develop the ability to design and create academic projects and also to see them through to completion.
- **Supporting the need for inner security and sense of order in the child.** Through a well-ordered and rich classroom environment, a child's need for order and security is satisfied. All Willow Creek classrooms have developed dependable routines, rules, regulations and inter-personal guidelines. To further supplement individual classroom activities, the Parent Council has developed an “Emotional Safety” committee to address these issues on a school wide basis.

Supplements to the Core Curriculum

In addition to the core curriculum, Willow Creek Academy students experience several learning areas to expand and enrich the school experience, including:

Environmental and Ecological Focus: Using environmental studies as an integrating concept, emphasis is placed on individual actions and activities that encourage personal responsibility for the future of our planet Earth.

Leadership: Students are encouraged to develop and demonstrate a healthy sense of self-esteem and confidence. Team-building, negotiating, and problem-solving skills are fostered in order to assist students to work effectively individually, and in group settings.

Included as an Attachment is an overview of the 4th grade activities and expectations for the 2008-2009 academic year. All grade levels develop similar curriculum maps.

Instructional Materials

In order to provide core curriculum instruction that is aligned with the state standards, materials that are state adopted are used. In addition, teacher and student developed materials are employed, as are project materials such as GEM and FOSS kits, research materials from university based projects as well as locally created instructional materials from the Education Task Force, Environmental Education Center of Marin, The Exploratorium, etc.

Examples of current instructional materials used in each of the core academic subjects follow:

English Language Arts: Willow Creek has a balanced literacy program which works in conjunction with all four core subjects and employs, but is not limited to the following curriculum materials:

- Vocabulary and phonics materials from Great Source and Spectrum
- Leveled reading materials from Scholastic, National Geographic and Rigby
- Reader's Theater
- Six Traits Writing Program
- Handwriting without Tears
- Junior Great Books Program
- Trade Books such as *Charlotte's Web*, *Indian Captive*, and *Red Badge of Courage* are used starting in fourth grade and often integrated with History/Social studies instruction.

Mathematics is taught using two basic programs and is supplemented by both teacher-developed materials and those from Marcy Cook and other acknowledged mathematics experts:

- Everyday Math (grades K-5)
- CPM (College Preparatory Math) (grades 6-8). The State of California has recently determined that all 8th graders will be required to take Algebra 1. Willow Creek already has this requirement in place.

In addition to these two programs, manipulatives are used extensively throughout the kindergarten through fifth grade instruction.

Science is currently taught primarily using FOSS and GEMS kit materials combined with individual books from sources such as Scholastic and National Geographic. There is an emphasis on hands-on instruction using “real life” materials and tools such as Petri dishes, microscopes, etc. In addition to hands on materials, the *Glencoe Science Textbooks*, developed in conjunction with National Geographic, are used with 6th 7th and 8th grade students.

History/Social Studies uses the *History Alive* series of textbooks (Teacher’s Curriculum Institute) combined with simulations from publishers such as Highsmith and teacher developed materials such as Making History as well as an intensive year long research based 8th grade project.

All curriculum materials are teacher selected and are under constant review and assessment as to the value of these materials. Each year, teachers adjust the materials in consultation with each other, insuring articulation from grade to grade.

Serving Students Achieving Below/Above Grade Level

Students achieving below grade level are provided with interventions as determined by a team including the teacher, parent, student, when appropriate, and Head of School. Students achieving above grade level will be given additional opportunities for challenge within their current program. Students may be considered for grade advancement/retention if necessary.

English Learners

Overview

Willow Creek Academy will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents.

Identification - Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

Assessment - CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English learners.

The instructional design model to be used by The Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to the following techniques:

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*

Native Language Support. Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz

(1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The Charter School provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right, in the future, to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEA's as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School receives services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record

requests and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. The Charter School will request an annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance. The Charter School will comply with specific directives, policies, and procedures in place for the Sausalito Marin City School District. All incoming students are to be screened, following their enrollment, to determine if they have an Individual Education Plan (“IEP”) for special education or a 504 plan. If students have such plans, the student will be referred to the District for evaluation and placement

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), the Charter School shall comply with the Memorandum of Understanding (“MOU”) between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School. To summarize, the language of the MOU follows the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of the Charter School;
- The District provides services to the students of the Charter School in the same manner as other students of the District;
- The Charter School pays the District, a pro-rata share of the overall District encroachment for special education.

B. Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” – California Education Code Section 47605(b)(5)(B)

1. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.
2. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.
3. Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
4. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
5. Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to English. Students will understand key aspects of the culture, both past and present, of the second language.
6. Students will be able to apply skills in critical thinking, technology use, decision making, problem solving, effective communication and imaginative thinking to both real world and hypothetical problems.
7. Students will demonstrate an understanding and appreciation for the arts, e.g., music, visual arts, drama, and dance through student-designed projects and exhibitions.
8. Students will develop and maintain healthy bodies.
9. Students will demonstrate development of lifelong learning skills through use of effective study skills, use of inquiry methods, and project completion combined with reflection and evaluation of their individual learning.

10. Students will become independent learners who have a mastery of the necessary tools or skills required to pursue knowledge, move confidently onward to their next stage of education, and participate effectively, creatively, and responsibly in a changing world.
11. Students will develop strong leadership and citizenship skills by planning and implementing projects in service learning to the school and greater community.
12. Students will develop a positive self-image and recognition of their own feelings, sensitivity and consideration of others, and awareness of their effects on others by participating in classroom meetings, conflict resolution training, and working together in cooperative groups with other students.

C. Methods to Assess Pupil Progress towards Meeting Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” – California Education Code Section 47605(b)(5)(C)

In addition to the annual state-mandated testing of academic achievement, the STAR tests, we use: **portfolio assessment, daily work journals, staff observation** documented with written observations by staff, **performance assessment, teacher created tests and quizzes, self-evaluation surveys, progress reports/report cards.** Overall satisfaction with the school program will be documented through the use of staff/parent/student questionnaires.

ASSESSMENT TOOL KEY

ST – Standardized Testing; PO – Portfolio Assessment; WJ – Daily Work Journals; PA – Performance Assessment; TCT – Teacher created tests and quizzes; SE – Self-Evaluation; PR – Progress Reports; RC-Report Card

KEY OUTCOMES	ASSESSMENT
1. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.	ST, PO, WJ, TCT, PA, SE, PR, RC
2. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.	ST, PO, WJ, TCT, PA, SE, PR, RC
3. Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression.	ST, PO, WJ, TCT, PA, SE, PR, RC
4. Students will successfully utilize scientific research and inquiry methods to understand and apply major concepts.	ST, PO, WJ, TCT, PA, SE, PR, RC
5. Students will gain comprehensive proficiency in at least one language in addition to English. Students will understand key aspects of the culture, both past and present	ST, WJ, TCT PA, SE, PR, RC
6. Students will be able to apply multiple skills in critical and imaginative thinking, technology use, problem solving, decision making, and effective communication.	PO, WJ, TCT, PA, SE, PR, RC
7. Students will demonstrate an understanding and appreciation for the arts, e.g., music, visual arts, drama, and dance through projects and exhibitions.	PO, PA, SE, PR, RC
8. Students will develop and maintain healthy bodies.	PO, PA, SE, TCT, ST, RC
9. Students will demonstrate development of lifelong learning skills.	PO, WJ, PA, SE, PR, RC

10. Students will become independent learners who have a mastery of the necessary skills to pursue knowledge and participate responsibly in a changing world.	PO, WJ, TCT, PA, SE, PR, RC
11. Students will develop leadership and citizenship skills.	PO, WJ, RC, TNA, PA, SE, PR, RC
12. Students will develop a positive self-image and recognition of their own feelings and their effects on others.	PO, WJ, PA, SE, PR, RC

These student exit outcomes will be further subdivided into specific classroom level skills required in each of the above areas at different grade and skills levels. These specific grade and skill-level standards will incorporate those included in the California State content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward grade-level promotion through a series of benchmark performances at various points throughout their experience at Willow Creek Academy.

Excellence in performance will be encouraged by work that is highly interesting to each student, and by achieving goals that produce increasing confidence and ability to contribute to the group and society. Willow Creek Academy students will consistently set standards for themselves that often are far beyond state-mandated standards because of the consistent opportunity to pursue independent study within the structure of a longer than usual school day.

Assessment Program

Willow Creek Academy shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

D. Governance Structure of the School

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” – California education Code Section 47605(b)(5)(D)

Willow Creek Academy Charter School is a California Non-Profit Public Benefit Corporation operating pursuant to California law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board’s major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget and overseeing the school’s fiscal affairs, and selecting and evaluating the top administrative staff. The current Board Members are listed in this application. In accordance with the bylaws, members include a minimum of two parents of children who attend or have applied to attend the school. The bylaws state that the governing board may have a variable number of directors, with a minimum of five (5) directors and a maximum of fifteen (15) directors, which is established from time to time by corporate resolution of the Board. The articles of incorporation, bylaws and conflicts code are attached as Exhibit C.

Willow Creek Academy parents have formed a Parent Council, which works in conjunction with the Head of School and the Board of Directors. The Parent Council has developed a system for providing fund raising assistance for school programs, organizing Room Parents to assist individual classes and a process for accounting for family volunteer hours. The school maintains a general liability and property, workers compensation, and board errors and omissions insurance policies.

The Head of School is responsible for the day-to-day operation of Willow Creek Academy. These duties include, but are not limited to, selection and supervision of staff, monitoring and assuring the correct application of this charter, maintaining a safe and healthy environment for students and staff, communicating with parents, placing students in appropriate educational settings, preparing the required and requested reports, and advising the board of directors.

Willow Creek Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Willow Creek Academy will seek multi-year use of the necessary space required of the property and facility known as Bayside Elementary School, 630 Nevada Street,



Sausalito, CA 94965. Please see two memos on facilities included in the appendices to the charter for more information.

E. Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” - California Education Code Section 47605(b)(5)(E)

Willow Creek Academy will continue to retain or employ a teaching staff who hold appropriate California teaching certificates or permits issued by the California Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. In addition, the teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions.

The employment of qualified teachers will be in keeping with Education Code 47605(l), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.... It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.”

Willow Creek Academy may also employ or retain non-certificated instructional support staff in any case where a prospective support staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a credentialed teacher except in non-core courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the Willow Creek Academy staffing plan and adopted personnel policies.

F. Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” - California Education Code Section 47605(B)(5)(F)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to the beginning of the school year. An early draft of these procedures is attached as Appendix A.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

Diabetes

Beginning in the 2010-11 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students

from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s sexual harassment policy, a draft of which is attached as Appendix B.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” - California Education Code Section 47605(b)(5)(G)

Willow Creek Academy has implemented and will continue to follow a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- Outreach meetings in several areas of the district to reach prospective students and parents; and
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.

H. Admission Requirements

“Admission requirements, if applicable.” – California Education Code Section 47605(b)(5)(H)

Willow Creek Academy Charter School will actively recruit a diverse student population from the Sausalito Marin City area who understand and value the school’s mission and are committed to the school’s instructional and operational philosophy. Admission to the school shall be open to residents of the State of California. Admission will be non-discriminatory and without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Prospective students and their parents or guardians will be briefed regarding the school’s instructional and operational philosophy and will be given a copy or summary of the school’s student-related policies. While it is the intention of Willow Creek Academy to serve students who live in the Sausalito Marin City community, if more students apply than can be admitted, a publicly held random lottery will be used to select students for admission. A cut-off date for applications will be selected and publicized, and students who apply by the cut-off date will be admitted or selected by lottery. Students who apply after the cut-off date for application will be considered for admission subject to any currently existing waiting list, and in order of their application. The lottery selection process will occur by grade level for each grade level which has more students applying than can be accommodated. Notwithstanding anything contained herein to the contrary, preferences will be given in hierarchical order to:

- in-district siblings of in-district students currently enrolled;
- children of the governing board members residing in-district;
- children of school staff members residing in-district;
- in-district children of members of the Sausalito Marin City School District Board of Trustees;
- residents of the Sausalito Marin City School District;
- out of district siblings of out of district students currently enrolled;
- children of governing board members residing out of district;
- children of school staff members residing out of district; and
- out of district children of members of the Sausalito Marin City School District Board of Trustees.

These preferences will be followed only so far as the preferences do not negatively impact the racial and ethnic balance sought by this charter school.

I. Financial Audit

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – California Education Code Section 47605(b)(5)(I)

Willow Creek Academy Charter School’s board of directors will select an independent auditor and insure the completion of an annual audit of the school’s financial affairs. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and reviews the school’s internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school by an auditor listed on the State Controller’s approved list of education auditors. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be forwarded by December 15th to the State Controller, chief financial officer of the Sausalito Marin City School District, the Marin County Superintendent of Schools and the California Department of Education. The school’s audit committee will review any audit exceptions or deficiencies and report to the school’s board of directors with recommendations on how to resolve them. The board of directors will report to the Sausalito Marin City School District regarding how the exceptions and deficiencies have been or will be resolved. Exceptions and deficiencies to the audit report will be corrected to the satisfaction of the Sausalito Marin City School District.

Annual Performance Report

Willow Creek Academy will compile and provide to the Sausalito Marin City School District an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in section B of this charter, Measurable Pupil Outcomes, from assessment instruments and techniques listed in section C of this charter, and Methods to Assess Pupil Progress towards Meeting Outcomes.
- An analysis of whether student performance is meeting the goals specified in section B of this charter. These data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school’s governing board during the year.

- Data on the level of parent involvement in the school's operations and a summary of data from an annual parent and student satisfaction survey.
- Information on the school's racial and ethnic population.
- Information on the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on the waiting list, and the numbers of students suspended and/or expelled.
- Current and Projected financial viability of the School.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of the disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter.

While informal visits to the school by District representatives will be welcome, Willow Creek Academy and the Sausalito Marin City School District jointly develop a formal annual site visitation process and protocol to enable the representatives of the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. Greater detail on the oversight of the school by the district is provided in section N of this renewal charter.

In accordance with Education Code Section 47604.33 and District Board Policy 0420.4(d), the Willow Creek Academy shall provide the District with the following:

- a. a preliminary budget on or before July 1 each year.
- b. an interim financial report, reflecting changes through October 31, on or before December 15 each year.
- c. A second interim financial report, reflecting changes through January 31, on or before March 15 each year.
- d. A final unaudited financial report for the full prior year on or before September 15 each year,

J. Pupil Suspension and Expulsion

“The procedures by which pupils can be suspended or expelled.” – California Education Code Section 47605(b)(5)(J)

Willow Creek Academy has developed and currently maintains a comprehensive set of student discipline policies. These policies are printed and distributed annually as part of the school’s family handbook and they clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. The Willow Creek Academy Head of School may, pursuant to the Willow Creek Academy adopted policies, discipline, and ultimately suspend or recommend for expulsion, a student who fails to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school’s board of directors upon recommendation of the Head of School. Willow Creek Academy policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs. Willow Creek Academy will notify the Sausalito Marin City School District of any expulsions and will include the suspension and expulsion date in its annual performance report.

Attached as Appendix D, please find Willow Creek Academy’s Pupil Suspension and Expulsion policy.

K. Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – California Education Code Section 47605(b)(5)(K)

The employees of Willow Creek Academy shall be able to participate in the appropriate state retirement funds that they would be eligible to join if they were working in a non-charter public school. Certificated, that is, credentialed teachers, and classified, that is, support staff members of Willow Creek Academy shall retain all previously vested rights in their respective retirement systems, including but not limited to the State Teachers’ Retirement System (STRS), Public Employees’ Retirement System (PERS), and the Social Security System. The school will make such applications for STRS and PERS as may be necessary, and will, from its budget, honor all obligations under those programs. Currently, Willow Creek full time credentialed staff participates in a 403(b) program combined with Social Security. Willow Creek Academy provides the appropriate match of funds which slightly exceeds the traditional STRS employer contributions.



L. Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – California Education Code Section 47605(b)(5)(L)

Students who reside in the Sausalito Marin City School District and opt not to attend Willow Creek Academy may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

M. Description of Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – California Education Code Section 47605(b)(5)(M)

Willow Creek Academy Board of Directors hires all school staff with the recommendation and assistance of the Head of School. All employees, including those hired in the previous year by a public school district, shall be selected, employed, and released (if need be) by the Board of Directors. Willow Creek Academy Board of Directors sets the terms and conditions of employment. Staff members are given annual contracts and will be considered employees of Willow Creek Academy.

All applicants for employment shall participate in an open process, and, if hired, shall enter into a contractual agreement with the Board of Directors of Willow Creek Academy.

In keeping with Education Code 47605(b)(5)(M), it is the intent of the board of directors that should any employee of the Sausalito Marin City School District be employed, without a break in service, by Willow Creek Academy charter school, such employee will retain, subject to the policies and collective bargaining contracts of the Sausalito Marin City School District, the employment rights provided by the district, including the right of a permanent teacher to return to the district after employment by Willow Creek Academy.

Willow Creek Academy will participate in the state and federal class size reduction programs, and agrees to adhere to all state and federal laws and regulations pertaining to the use of those funds.

It is the intent of the board of directors that teachers will be employed for a specific number of work days. Student contact days will be a minimum of 175 attendance days. Each workday will be the equivalent of 8 hours. The Head of School will also be hired on a positive calendar of no less than 225 days.

N. Dispute Resolution Process, Oversight, Reporting, and Renewal

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” – California Education Code Section 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and board of directors of Willow Creek Academy and the Sausalito Marin City School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within Willow Creek Academy

Disputes arising from within Willow Creek Academy, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The Sausalito Marin City School District shall not intervene in any such internal disputes without the consent of the board of directors of Willow Creek Academy and shall refer any complaints or reports regarding such disputes to the board of directors or Head of School for resolution in keeping with the school’s policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the board of directors of the school has requested the district to intervene in the dispute.

Disputes between Willow Creek Academy and the Sausalito Marin City School District

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Head of School of the Charter School. In the event that the

District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Head of School of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Head of School shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Head of School. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Oversight, Reporting, Revocation, and Renewal

The Sausalito Marin City School District may inspect or observe any part of Willow Creek Academy at any time. The District shall conduct such inspections with the least disruption of classroom instruction as possible.

If the board of education of the Sausalito Marin City School District believes it has cause to revoke this charter, the board agrees to notify the board of directors of Willow Creek Academy in writing, noting the specific reasons for which the charter may be revoked, and grant the school representatives reasonable time to respond to the notice and take necessary corrective action, except when the Sausalito Marin City School District Board determines in writing a situation exists which constitutes an imminent threat to the health or safety of the students enrolled in Willow Creek Academy. Revocation actions shall follow the requirements of Education Code Section 47607.

O. Labor Relations

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the government Code.” – California Education Code Section 47605(b)(5)(O)

Willow Creek Academy charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Education Employment Relations Act.

P. Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – California Education Code Section 47605(b)(5)(P)

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Marin County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Exhibit E, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Q. Miscellaneous Clauses

Potential Liability Impact on District

“Potential civil liability effects, if any, upon the school and upon the District.” – California Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District have entered into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the School’s Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

Insurance amounts will be determined by recommendation of the District and the Charter School’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term

The term of this charter shall begin on July 1, 2009 and expire June 30, 2014. It is the intent of the applicants to apply for a renewal of the charter effective July 1, 2014 and continue with an annual renewal of a 5-year term of authorization in accordance with Education Code Section 47607.

Amendments

Any amendments to this charter shall be made by the mutual agreement of the governing boards of Willow Creek Academy and the Sausalito Marin City School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sausalito Marin City School District and the board of directors of Willow Creek Academy. The district and school representatives agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between Willow Creek Academy and the Sausalito Marin City School District will be sent via First Class Mail or other appropriate means to the following address:

Sausalito Marin City School District
630 Nevada Street
Sausalito, CA 94965

Willow Creek Academy
630 Nevada Street
Sausalito, CA 94965

Participation in the National School Lunch/Breakfast Program

Willow Creek Academy participates in the federal breakfast and lunch program as an independent Charter School and is not part of the Sausalito Marin City School District's food service program.

Memorandum of Understanding (MOU)

The Sausalito Marin City School District and Willow Creek Academy charter school annually shall continue to engage in a mutually agreeable MOU which outlines further details of the relationship between the district and the charter school. The MOU shall include, but not be limited to the following:

- Charter school authority to contract with third parties;
- Direct funding of the charter school;
- Services to be purchased by the charter school from the district, and the fee schedule for such services;
- Transportation and food services to be provided by the district;
- Special education services and funding formulas;
- Hold harmless indemnification, if required by the district;

- Cash advances to handle cash flow issues, if necessary;
- Charter school's collection of mandated cost reimbursement;
- Fiscal reporting requirements to the state, either independently or through the district;
- School district support for the charter school in approving and seeking waivers;
- School district support for the charter school in seeking additional funding.

Permissive Charter

Willow Creek Academy charter school board of directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The board of directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Willow Creek Academy any of those duties. The board of directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Subject: Assessment Program

Reference: Board Policy 0420.4, paragraph 1. G.

“A description of the proposed assessment program related to the school’s measurable pupil outcomes. This description should include a discussion of how the charter school shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.”

Education Code 60605

This section of the Education Code describes the State Testing and Assessment Requirements (STAR), including the requirement for all public school students in grades 2 through 11 to take the Stanford Achievement Test (SAT-9).

Attached please find the description of the assessment program related to the school’s measurable pupil outcomes.

Note: The assessment program can be found on pages 22-23 through of this application.



Willow Creek Academy

**To: Sausalito Marin City School District
Board of Education**

**From: Lead Applicant, Orlando Lobo
Willow Creek Academy
Charter School**

Date: February 5, 2009

Subject: Statement of Affirmation

**Reference: Sausalito Marin City School District Board of Education Policy 0420.4,
Paragraph 1. H.**

"A signed statement affirming that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of ethnicity, national origin, gender, or disability as set forth in Section 47605(d)(1) of the Code."

California Education Code 47605 (d)(1)

"...a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability....admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside with the former attendance area of that public school."

This memorandum is intended to serve as the affirmation and certification that the Willow Creek Academy, upon approval and while in operation, shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to Willow Creek Academy shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the state; however, admission preference shall be given to pupils who reside within the attendance area of the Sausalito Marin City School District.

By the Lead Applicant:

Name

Signature

Date



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Subject: Proposed School Facilities

Reference: Board Policy 0420.4, paragraph 1. I.

“A description of the proposed school facilities, together with drawings, photographs, site location maps, copies of leases, purchase agreements or other documents which provide reasonable evidence that the charter school facility is or will be safe, habitable, well-suited for its educational purpose, and that applicant has secured or has reasonable assurance of securing the facility for use by the charter school.”

It is the intention of the governing board of Willow Creek Academy that the charter school continues to secure space in **Bayside Elementary School**, 630 Nevada Street, Sausalito, CA 94965. Negotiations for this space will need to be completed, to determine the amount of space, location of the rooms, and the rental costs, if any.

Bayside Elementary School is a safe school, which meets the Field Act for earthquake safety, and meets the requirements for safety as defined by the policies of the Sausalito Marin City School District Board of Education. The applicants are confident that the facility is safe, habitable, and well suited for the educational needs of Willow Creek Academy students.



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Subject: Building Maintenance Plan

Reference: Board Policy 0420.4, paragraph 1. J.

"A description of the proposed charter school's building maintenance, replacement, and expansion policies, including financial projections."

It is the intention of the governing board of Willow Creek Academy to have the school operate out of **Bayside Elementary School**, 630 Nevada Street, Sausalito, CA 94965. Assuming successful negotiations for space in this school site, the building maintenance, replacement, and expansion policies, including financial projections, would be an understood part of the lease agreement. Therefore, the elements of a well maintained facility for Willow Creek Academy students would be in keeping with the policies of the Sausalito Marin City School District and the contents of such lease agreement as may be developed between Sausalito Marin City School District and Willow Creek Academy charter school.



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Subject: Projected Budgets for 2008-09 through 2013-14

Reference: Board Policy 0420.4, paragraph 1. K.

"A detailed, complete, and fully annotated operational budget with estimates of charter school revenues and expenditures, cash-flows, and reserve positions, for the first three years of operation, including startup costs and the precise salary and benefits paid and to be paid to the persons or positions identified in paragraphs 1 (a), 1 (b), and 1 (m) of this policy."

Attached please find a detailed and complete operational budget for the next five years of operation of Willow Creek Academy, including salaries and benefits to be paid to positions identified in this application. This financial plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, including the following:

- Willow Creek Academy anticipates an enrollment of 151 for 2008-09 with future years' enrollment indicated for each year's projected budget.
- The school will receive state apportionment per average daily attendance (ADA),
- The students will likely be absent 5 percent of the apportionable school days,
- The Willow Creek Academy charter school will be principally funded through in lieu property taxes from the Sausalito Marin City School District. The amount of such funding above the statutory block grant funding formula will be the subject of negotiations between the representatives of the school and the district.
- The school will qualify for funds from special-purpose categorically funded programs, including, but not limited to, special education, Economic Impact Aid, Gifted and Talented Education, Title VI innovative programs, and Title II Eisenhower staff development.

Please note that the Final Audit for the period ending June 30, 2008 is included as an Attachment.



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Subject: Legal Opinion on Civil Liability

Reference: Board Policy 0420.4, paragraph 1. L.

"An attorney's opinion providing a thorough description of the potential civil liability, if any, of the charter school and the school district."

Attached please find the opinion of attorney Lisa Corr in which she provides a thorough description of the potential civil liability, if any, of the proposed Willow Creek Academy charter school and the Sausalito Marin City School District.



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Reference: Board Policy 0420.4, paragraph 1. M.

"A summary of the administrative structure and organization of the school. The summary should specifically include school district liaison, special education and other basic elements of school operation."

Subject: Administrative Structure and Organization of the School

Willow Creek Academy will be governed by the board members that make up the directors of a non-profit organization. That organization is described in this application in the section which addresses Board Policy 0420.4, paragraph 1. C.

The lead administrator, a Head of School, will serve as the on-site principal of the school. This Head of School will be selected and hired by the governing board, and will have a 225 day annual work year. The Head of School will be responsible for the administration of the school, carrying out the policies and directives of the governing board, and serving as the administrative liaison with the Sausalito Marin City School District. The Head of School will supervise the employees of Willow Creek Academy, complete the reports required by the state, the governing board, and this charter. The Head of School will be actively involved with the instructional program, the counseling element, and with individual and groups of parents. The Head of School will be the site administrator of the special education program, and will serve on the team for Individual Education Plans (IEP).

On an annual basis, through the Memorandum of Understanding, Willow Creek Academy and the Sausalito Marin City School District will determine which services will be contracted by WCA from the School District. Such services may include, but not be limited to, custodial and maintenance, special education, etc.

Willow Creek Academy intends to continue to function as a "public school of the local education agency that granted the charter," the Sausalito Marin City School District, for purposes of providing special education and related services pursuant to Education Code Section 47641(b). "A charter school that was granted a charter by the local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter."



Willow Creek Academy

To: Sausalito Marin City School District Board of Education

From: Lead Applicant, Orlando Lobo

Date: February 5, 2009

Reference: Board Policy 0420.4, paragraph 1. N.

"Charter school funding formula will be set out as defined by state law."

Subject: Charter School Funding Formula

The funding for Willow Creek Academy is principally based on negotiations with the Sausalito Marin City School District utilizing in lieu property taxes. It is assumed that the income will include funds per average daily attendance (ADA), lottery, and any categorical funds for which the school is eligible. Willow Creek will continue to seek funding through specific federal, state and private programs for which the school appears to be eligible.

Finally, as with most public schools, there will be support through various fund raising efforts of the parents and friends of the school.